



HLTA/Cover Supervisor Job Description

KS C or D (dependent on experience)

Responsible to: SENCO and Headteacher

Responsible for: Running intervention groups/Supporting children in class/Supervising whole classes

Main Purpose: To provide learning activities for classes under the professional direction of the class teacher. Will need to ensure good behaviour of the pupils and make sure the pupils engage in the learning activity. The cover supervisor will be required to respond to pupils' general questions and give feedback to the teacher on broad issues such as behaviour but will not be expected to undertake planning or assessment of pupils' progress and/or development.

To undertake work, care or/support programmes, to enable access to learning for pupils, including those with special needs, to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom, outside or in any area of the school site.

Professional qualities:

- Knowledge and experience in supporting and extending children's learning.
- Ability to reflect on current practice and implement improvements.
- Ability to work as a team member.
- Support the aims and ethos of the school.
- Set a good example in terms of dress, punctuality and attendance.
- Participate in staff training if this is relevant.
- Participate in personal professional development.

Main Activities – Teaching and Learning

- To deliver learning activities to pupils.
- To supervise pupils whilst engaged in learning activities.
- To ensure that, as best as is possible, learning objectives set by the teacher are achieved.
- To respond appropriately to questions raised by pupils
- To ensure inclusion and acceptance of all pupils in the class in order to promote equal opportunities.
- To collect any completed work to pass on to the teacher
- To act as a role model and set high expectations of conduct to ensure that good behaviour is maintained.
- Keep appropriate records, as agreed with the teacher, to enable objective and accurate feedback to the teacher and pupils on conduct of the lessons
- To deal with immediate problems and emergencies in accordance with the school's policies.

Support for the School:

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security and confidentiality, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professional, in liaison with the appropriate school staff, to support achievement and progress of pupils.
- Attend and participate in meetings as directed.
- Participate in training and other learning activities as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Assist in the supervision, training and development of staff
- Supervise pupils on visits, trips and out of school activities as required.

- All staff in school will be expected to accept reasonable flexibility in working arrangements and the allocation of duties including duties normally allocated to posts at a lower responsibility level, in pursuance of raising pupil achievement and effective team working.

Knowledge and understanding

- Maintain an up to date knowledge and understanding of the appropriate curriculum e.g. EYFS, KS1, KS2
- Participate in CPD relevant to personal and school related targets
- Be aware of the school's educational and behavioural policies for developing pupils and work within their guidelines
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.

Teaching and learning

- Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and encourage pupils to interact with others and to engage in activities led by the teacher. Supervise and assist with any toileting/medical needs as required.
- Set challenging and demanding expectations and promote self-esteem and independence, providing feedback to pupils in relation to progress and achievement under guidance of the teacher.
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans, and assist with the display of pupils' work.
- Assist with the planning of learning activities, monitoring pupils' responses to these, accurately record achievement/progress as directed.
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- Provide detailed and regular feedback to teachers on pupil's achievement, progress, problems etc.
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Undertake programmes linked to local and national learning strategies recording achievement and progress and feeding back to the teacher.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Assist with the supervision of pupils out of lesson times, including before and after school. Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.

Working with others

- Establish constructive relationships with pupils, and interact with them according to individual needs, promoting the inclusion/acceptance of all pupils.
- Establish constructive relationships with parents/carers.
- Provide clerical and administration support for teachers as necessary
- Work within pre-determined guidance, policies and procedures of the school and the class teacher's guidance.
- Attend regular school meetings and discussions, which contribute to the overall ethos/work/aims of the school

Person Specification for HLTA/Cover Supervisor

Experience:

- Experience working with children of relevant age
- Full working knowledge of relevant policies/codes of practice and general awareness of relevant legislation.
- Ability to apply behaviour management policies and strategies which contribute to a purposeful learning environment
- Working knowledge of national curriculum and other relevant learning programmes
- Understanding of principles of child development and learning processes and in particular, barriers to learning
- Ability to plan, with support, effective action for pupils at risk of underachieving

Qualifications or Training:

- HLTA qualification or NVQ Level 3 or equivalent qualification or experience
- Good numeracy/literacy skills

Practical Skills:

- Necessary skills to manage classroom activities and the physical learning spaces safely
- Have the ability to work calmly under pressure and have the ability to adapt quickly and effectively to changing circumstances/situations.
- An ability to use own initiative, work independently, motivate and inspire with a creative approach to problem solving
- Organise and keep effective records.
Ability to raise self-esteem in children.
- Excellent communication skills, both verbal and written.
- Good interpersonal skills with children and adults.
- The ability to critically evaluate own performance
- Flexible with effective time management skills
- Willingness to utilise the possibilities of ICT in the development of the post

Personal Qualities & Attributes:

- Ability to relate well to children and adults
- Calm and patient with children.
- Ability to work within a team.
- Enthusiastic and flexible.
- Ability to smile when things don't quite according to plan